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ABSTRACT

This publication presents a consolidated national picture of activity in recreation, leisure, and personal enrichment programs in Australia. It also details highlights, key features, and characteristics of activity in personal enrichment programs in 1996. Information has been collected from two main training provider groups: adult community education providers and technical and further education and other government providers. Section 1 focuses on key features and characteristics of personal enrichment education and training (PEET) programs. It reports that most clients are in programs offered by community providers; the majority are female; clients are mainly located in capital cities; and personal enrichment programs are predominantly funded through fee-for-service arrangements with individual clients. Section 2 presents PEET client information, including the following: the majority are female and older than those studying vocational programs; females participate in more personal enrichment programs than males across all geographic regions for all sectors; and clients are mainly located in capital cities. Section 3 provides PEET course information, including enrollments by field of study; enrollments by field of study, provider, and sex; and course annual hours by field of study, provider, and sex. Section 4 presents data on PEET modules: enrollments by area of learning; enrollments by area of learning, provider, and sex; and hours by area of learning, provider, and sex. Technical and explanatory notes are appended. (YLB)

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an overview

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AUSTRALIAN PERSONAL ENRICHMENT EDUCATION AND TRAINING PROGRAMS

STATISTICS 1996

AN OVERVIEW

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PERSONAL ENRICHMENT EDUCATION AND TRAINING PROGRAMS

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FOREWORD

I am pleased to announce this latest NCVER statistical publication, *Australian Personal Enrichment Education and Training Programs: Statistics 1996*, which presents for the first time a consolidated national picture of activity in recreation, leisure and personal enrichment programs ('personal enrichment programs').

In this publication we also detail some of the highlights, key features and characteristics of activity in personal enrichment programs in 1996.

Recreation, leisure and personal enrichment education and training is an important component of the total education and training undertaken in Australia, and complements the education and training which has a specifically vocational intent. The publication covers personal enrichment programs delivered by registered community providers and TAFE institutes. It does not cover personal enrichment programs delivered by the higher education sector, secondary schools, unregistered community providers or private providers.

The information presented here is compiled from the national collection of education and training data which the National Centre for Vocational Education Research Ltd (NCVER) undertakes each year on behalf of the Australian National Training Authority (ANTA).

The national collection includes information about vocational education and training (VET) and recreation, leisure and personal enrichment education and training delivered by public Technical and Further Education (TAFE) institutions, and by community education and private providers in receipt of public funds.

Although individuals usually undertake personal enrichment programs on a fee-for-service basis, some public funding is allocated either directly or indirectly to support the providers.

This publication is one of a set produced by NCVER which provides information about the education and training provided by the VET sector in Australia in 1996. For more detailed information about VET and personal enrichment programs I refer readers to the related NCVER publication *Australian VET statistics: In detail*.

Chris Robinson
Managing Director
NCVER Ltd

January 1998

Highlights - 1996

- **Over 390,000 clients undertook personal enrichment programs only, and more than 36,000 clients undertook a combination or personal enrichment and vocational programs.**
- **Over 71% of the clients undertaking personal enrichment programs were enrolled with registered community providers. The remainder were enrolled with TAFE and other government providers.**
- **Personal enrichment programs are associated with 9.25 million hours of education and training delivery, an average of 21.7 hours per client.**
- **Personal enrichment programs cover a large number of fields of study and areas of learning.** Geographically, they cover clients in both metropolitan areas (almost 65%) and rural/remote areas (almost 26%).
- Almost three-quarters of the individuals undertaking personal enrichment programs are female.

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The National Centre for Vocational Education Research (NCVER) manages the collection of vocational education and training (VET) data on behalf of the Australian National Training Authority (ANTA) on an annual basis. VET training providers, such as public Technical and Further Education (TAFE) institutions, community education providers and private providers, contribute to the data collection by providing NCVER with data on the vocational and personal enrichment programs being offered in a given year and their client profiles.

Programs are undertaken by clients of both sexes, from all age groups, and from a diversity of backgrounds and geographic regions. Clients study on both a full-time and part-time basis and may enter or exit training programs at non-standard times throughout the year.

Education and training programs reported for the national data collection include two types of activity:

- vocational programs
- recreation, leisure and personal enrichment programs (referred to in this publication as personal enrichment programs).

The distinction between 'vocational' and 'personal enrichment' programs is commonly described as follows:

- **Vocational programs** (traditionally stream 2100-4500 courses) are courses or modules leading to a specific vocation. Vocational programs may also lead to further education; that is, a client (student) may undertake a certificate level course and proceed to a higher level qualification with the intention of securing, changing or enhancing employment.

- **Personal enrichment programs** (traditionally stream 1000 courses) are courses taken for recreational purposes. They are not generally taken with the sole intention of leading to employment or further education. Examples of personal enrichment programs may include permaculture and landscaping, courses on creative writing, cooking, photography and health, sport or leisure activities, or basic accounting, computing and management programs.

Programs undertaken by clients in both personal enrichment and vocational programs vary enormously in length, from a few hours or days to a year or longer. For example, a personal enrichment program such as Understanding Family Law may be as little as an hour, whereas some Multi-field Education programs can take 3000 hours; however, these are exceptions.

Information in this publication refers to personal enrichment programs. Personal enrichment programs (as well as vocational programs) are offered by a range of providers, including private providers, enterprises and by some secondary and teritary institutions. Information for this publication is collected from two main training provider groups, that is:

- Adult Community Education providers (referred to as community providers in this publication)
- TAFE and other government providers.

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From 1996, the national data collection includes information from all training providers in receipt of public funds to deliver vocational education and training, but excludes statistics from secondary schools and some enterprises. Reporting is at different stages of implementation in each State and Territory. This publication will report only on the total national statistics for personal enrichment programs and does not provide a State-by-State description.

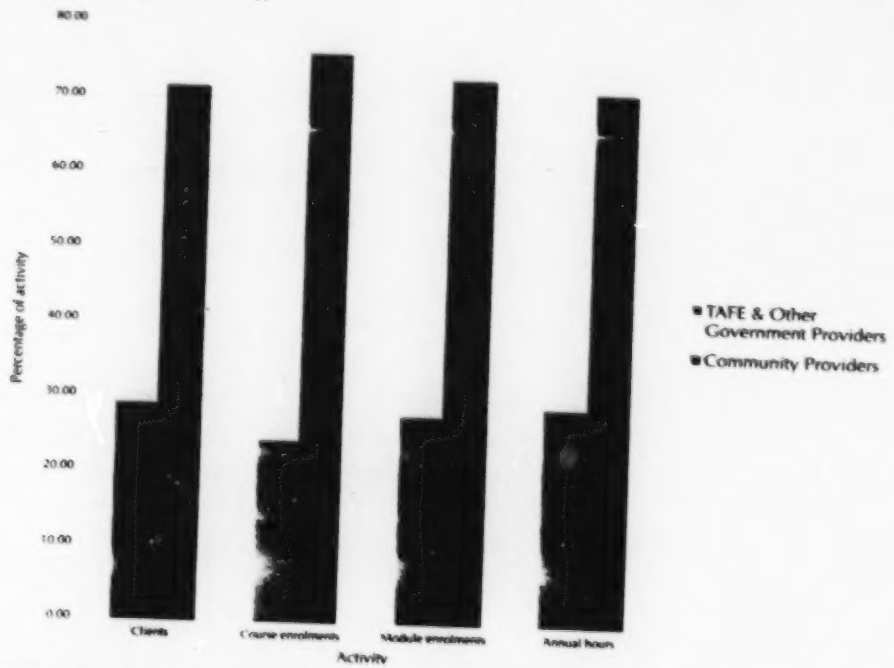
The following information presents the key features and characteristics of personal enrichment programs in Australia during 1996:

- Personal enrichment clients are predominantly in programs offered by community providers (71.2%), as shown in the table and graph below. In contrast, vocational clients are predominantly in programs offered by the TAFE sector (82.5%). Community providers account for 75.7% of personal enrichment course enrolments and 71.1% of annual hours.

Personal enrichment activity by provider, 1996

Provider	Clients	Course enrolments	Module enrolments	Annual hours
Community providers	303,607	413,879	413,879	6,575,059
TAFE & other government providers	122,530	131,615	156,415	2,669,043
TOTAL*	**426,323**	**546,724**	**571,524**	**9,251,542**

[Includes limited private provider activity]*



A ***client*** is an individual who has enrolled in a module (subject) during 1996.

A ***course enrolment*** is the registration of a client with a training provider for the purpose of undertaking a course. Similarly, a ***module enrolment*** is the registration of a client with a training provider for the purpose of undertaking a module. A client may undertake more than one module in a course or may undertake more than one course. Hence, there may appear differences in client numbers, course enrolments and module enrolments.

Courses and modules are reported in ***annual hours*** which are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when the module is undertaken in supervised delivery mode.

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- Of the 426,323 personal enrichment clients, there were 390,110 clients undertaking only personal enrichment programs and 36,213 clients undertaking both vocational and personal enrichment programs.

- In 1996, personal enrichment programs accounted for 9.3 million hours of the 294.3 million VET hours (3.1%).

- The majority of clients undertaking personal enrichment programs are female (74.5%), with males comprising 25.3% of clients. This contrasts with vocational programs which comprise 46.5% females and 51.5% males.

- Clients are predominantly in the 30-39 age group (20.9%), with 18% of clients in the 40-49 age group. This is consistent for both males and females. The average age of clients in personal enrichment programs is approximately 40 years for both males and females. Clients undertaking vocational programs are younger with 48.7% aged 15-29 years.

- Females undertake personal enrichment programs totalling 7.1 million hours (76.2%), while males undertake 2.2 million hours (23.6%). This contrasts with vocational programs whereby females undertake 131.7 million hours (46.2%) and males undertake 150.5 million hours (52.8%). Hence, females tend to undertake the shorter personal enrichment programs.

- Personal enrichment clients are mainly located in capital cities (59.2%). Rural and remote clients undertaking personal enrichment programs comprise 25.7% of clients. In 1996, 63.1% of Australians resided in capital cities and 29.3% resided in rural and remote locations (ABS Australian Demographic Statistics, September 1996).

- TAFE modules are, on average, 1.2 hours longer for personal enrichment programs (17.1 hours per module enrolment) than those offered by community providers (15.8 hours per module enrolment). This compares with vocational programs in which TAFE modules are, on average, 1.6 hours shorter than modules offered by community providers (33.2 hours per module enrolment compared with 34.8 hours per module enrolment).

- The average total hours in which clients undertake personal enrichment programs is similar for both TAFE and community-based clients (21.8 average total hours per client and 21.7 average total hours per client respectively). This contrasts with the average total hours in which clients undertake vocational programs, where the average total hours per TAFE client is 240.2 hours and the average total hours per community-based client is 48.2 hours.

- The personal enrichment programs by *field of study* with the most enrolments are:
  - Arts, Humanities, Social Sciences (40.9%)
  - Health, Community Services (19.2%)
  - TAFE Multi-field Education (14.1%)

- The personal enrichment programs by *area of learning* with the most enrolments are:
  - Hospitality, Tourism & Personal Services (39.2%)
  - Visual/Performing Arts (30.0%)
  - Humanities (9.9%)

What is 'field of study'?
Field of study is a classification of courses based on the similarity in terms of the vocational field of specialisation or the primary subject matter of the course.

What is 'area of learning'?
Area of learning is a categorisation used to describe the primary content of a module independent of the context in which it may be taught. For example, where a mathematics module may be undertaken by a client in a health course, it is reported against the 'Mathematics, Computing' area of learning.

- Personal enrichment programs are predominantly funded through fee-for-service arrangements with individual clients (65.7%), although limited government support may also be available (24.6% from recurrent Commonwealth and State funding in 1996). In contrast, vocational courses receive 9.7% of their funding through fee-for-service arrangements and 84.1% from recurrent Commonwealth and State funding. Other sources of funding for vocational education and training courses in Australia include private sources (e.g. companies purchasing training for their employees) and specific Commonwealth and State/Territory funding for targeted programs.

This publication reports on personal enrichment activity by TAFE (and other government providers) and community education providers. It provides information on personal enrichment activity in Australia in the form of client profiles, geographic regions and the types of training undertaken by fields of study and areas of learning.

Further information on vocational and personal enrichment programs in Australia is available in the following related publications published by NCVER:

- ***Australian vocational education and training statistics 1996: In detail***
- ***Australian vocational education and training statistics 1996: An overview***
- ***Australian vocational education and training statistics 1996: At a glance***
- ***Australian vocational education and training statistics 1996: Financial data***
- ***Selected vocational education and training statistics 1994 and 1995***
- ***Collection of national financial data on vocational education and training 1994 and 1995***

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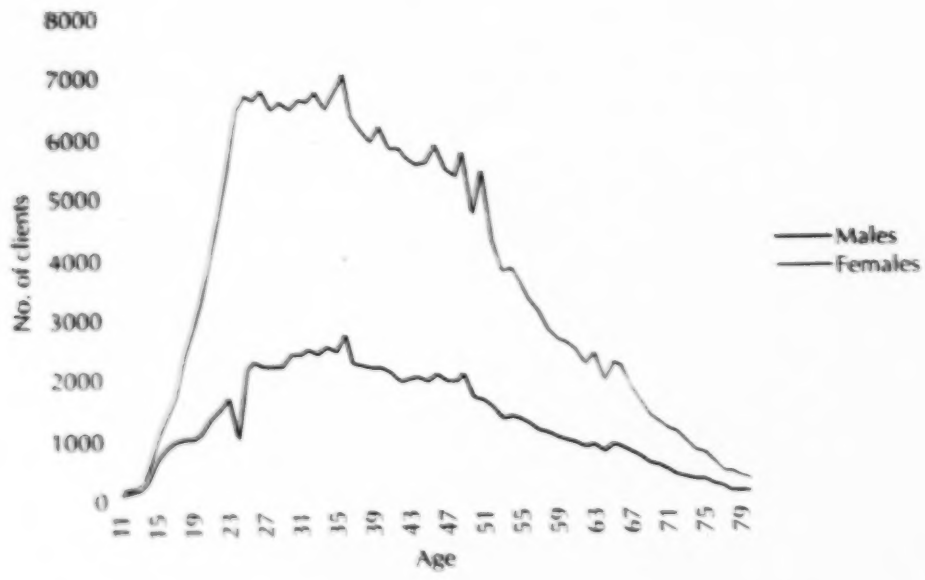
Clients

age and sex

Key features

- The majority of clients undertaking personal enrichment programs are female (74.5%), with males comprising 25.3% of clients. This contrasts with vocational programs which comprise 46.5% females and 51.5% males.
- Typically, clients undertaking personal enrichment programs are older than those studying vocational programs, with 20.5% of clients aged 15-29 years compared to 48.7% in vocational programs.
- Clients are predominantly in the 30-39 age group (20.9%), with 18% of clients in the 40-49 age group. This is consistent for both males and females. The average age of personal enrichment clients is 40 years for both males and females.

Age	% Male	% Female	% Total
20 years or under	5.3	3.5	4.0
20-24	7.1	7.5	7.4
25-29	10.3	10.4	10.4
30-39	22.2	20.5	20.9
40-49	18.7	17.9	18.0
50-59	12.2	11.7	11.8
60-64	3.9	3.6	3.7
65 years or over	7.0	6.2	6.4
Unknown	13.3	18.7	17.4
TOTAL	**100.0**	**100.0**	**426,323**
% OF TOTAL	**25.0**	**75.0**	**100.0**



Clients
geographic region

Key features

- Females participate in more personal enrichment programs than males across all geographic regions for all sectors (TAFE and community providers). The exceptions are interstate and overseas females in the TAFE sector where males participate at a higher rate.

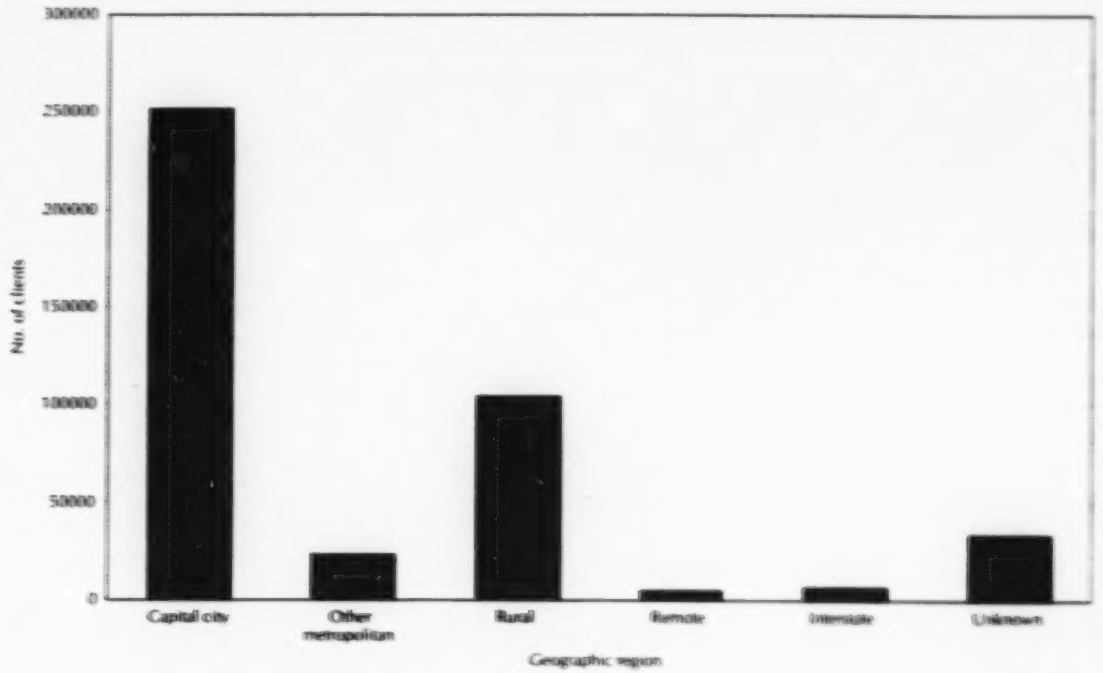
- Personal enrichment clients are mainly located in capital cities (59.2%). The participation rate for city clients undertaking personal enrichment programs in the community sector (39.7%) is twice the participation rate for the TAFE sector (19.4%).

- Rural and remote clients comprise 25.7% of all personal enrichment clients. The participation rate for rural and remote clients undertaking personal enrichment programs in the community sector (19.1%) is three times higher than the TAFE sector (6.6%).

- Community-based clients comprise 71.2% of all personal enrichment clients. The proportion of clients per region is shown in the table below. Hence, of the TAFE personal enrichment clients, 67.6% are from the city, with 23.0% from rural and remote regions. This represents a higher proportion than the percentage of clients undertaking programs by community providers. Of the personal enrichment clients in community education institutions, 55.8% are from the city, with 26.8% from the rural and remote regions.

Geographic region	No. of clients	% clients	% Australian population
Capital city	252,192	59.2	63.1
Other metropolitan	23,700	5.6	7.5
Rural	104,360	24.5	26.2
Remote	5,319	1.2	3.1
Interstate	6,657	1.6	–
Overseas	295	0.1	0.1
Unknown	33,800	7.9	–
TOTAL	**426,323**	**100.0**	**100.0**

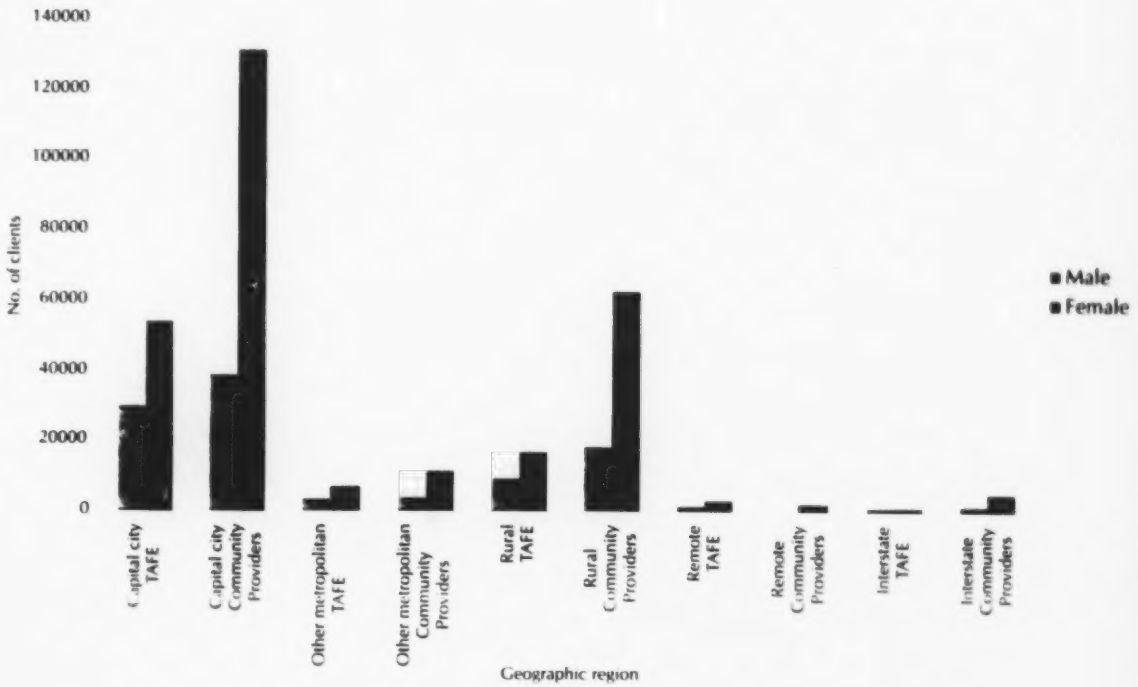
Source: ABS Australian Demographic Statistics, September 1996



Personal enrichment clients by geographic region, provider and sex, 1996

Provider	Location	Males	Females	Total	% clients
Community Providers	Capital city	38,104	130,829	169,303	55.8
	Other metro	3,233	10,792	14,185	4.7
	Rural	17,483	62,104	79,668	26.2
	Remote	222	1,483	1,707	0.6
	Interstate	1,038	4,558	5,639	1.9
	Overseas	32	42	74	0.0
	Unknown	4,333	28,486	33,031	10.9
	Total	**64,445**	**238,294**	**303,607**	**100.0**
TAFE and other government providers	Capital city	29,352	53,532	82,884	67.6
	Other metro	3,121	6,394	9,515	7.8
	Rural	8,672	16,019	24,691	20.2
	Remote	1,070	2,463	3,538	2.9
	Interstate	534	484	1,018	0.8
	Overseas	179	42	221	0.2
	Unknown	263	398	663	0.5
	Total	**43,191**	**79,332**	**122,530**	**100.0**
TOTAL	Capital city	67,461	184,361	252,192	59.2
	Other metro	6,354	17,186	23,700	5.6
	Rural	26,156	78,123	104,360	24.5
	Remote	1,329	3,983	5,319	1.2
	Interstate	1,572	5,042	6,657	1.6
	Overseas	211	84	295	0.1
	Unknown	4,661	28,925	33,800	7.9
	TOTAL	**107,744**	**317,704**	**426,323**	**100.0**

	Community providers	TAFE & other government providers
Total percentage of clients	71.2%	28.8%
City	55.8%	67.6%
Rural and remote	26.8%	23.0%



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Courses

Key features

- The fields of study with the highest enrolments and course annual hours are:

Course enrolments

- Arts, Humanities, Social Sciences (40.9%)
- Health, Community Services (19.2%)
- TAFE Multi-field Education (14.1%)

Course annual hours

- Arts, Humanities, Social Sciences (43.7%)
- TAFE Multi-field Education (17.8%)
- Health, Community Services (15.3%)

- The fields of study with the highest enrolments and course annual hours for each provider group are as follows:

Course enrolments and course annual hours

Community providers

- Arts, Humanities, Social Sciences (47.3% of course enrolments) (53.7% of hours)
- Health, Community Services (22.0% of course enrolments) (18.8% of hours)
- TAFE Multi-field Education (8.0% of course enrolments) (7.6% of hours)

TAFE & other government providers

- TAFE Multi-field Education (33.2% of course enrolments) (43.0% of hours)
- Arts, Humanities, Social Sciences (21.1% of course enrolments) (19.3% of hours)
- Business, Administration, Economics (18.8% of course enrolments) (14.5% of hours)

- The fields of study with the least enrolments are Veterinary Science (0.1%), Law (0.2%) and Education (0.5%). This is consistent with the least enrolments for both sectors (TAFE and Community Providers) and both sexes.

- The personal enrichment courses by field of study with the highest enrolments and course annual hours for each gender are as follows:

Course enrolments

Males

- Arts, Humanities, Social Sciences (33.0%)
- Health, Community Services (17.1%)
- TAFE Multi-field Education (15.0%)

Females

- Arts, Humanities, Social Sciences (43.4%)
- Health, Community Services (19.8%)
- TAFE Multi-field Education (13.8%)

Course annual hours

Males

- Arts, Humanities, Sciences (33.9%)
- TAFE Multi-field Education (21.0%)
- Health, Community Services (13.6%)

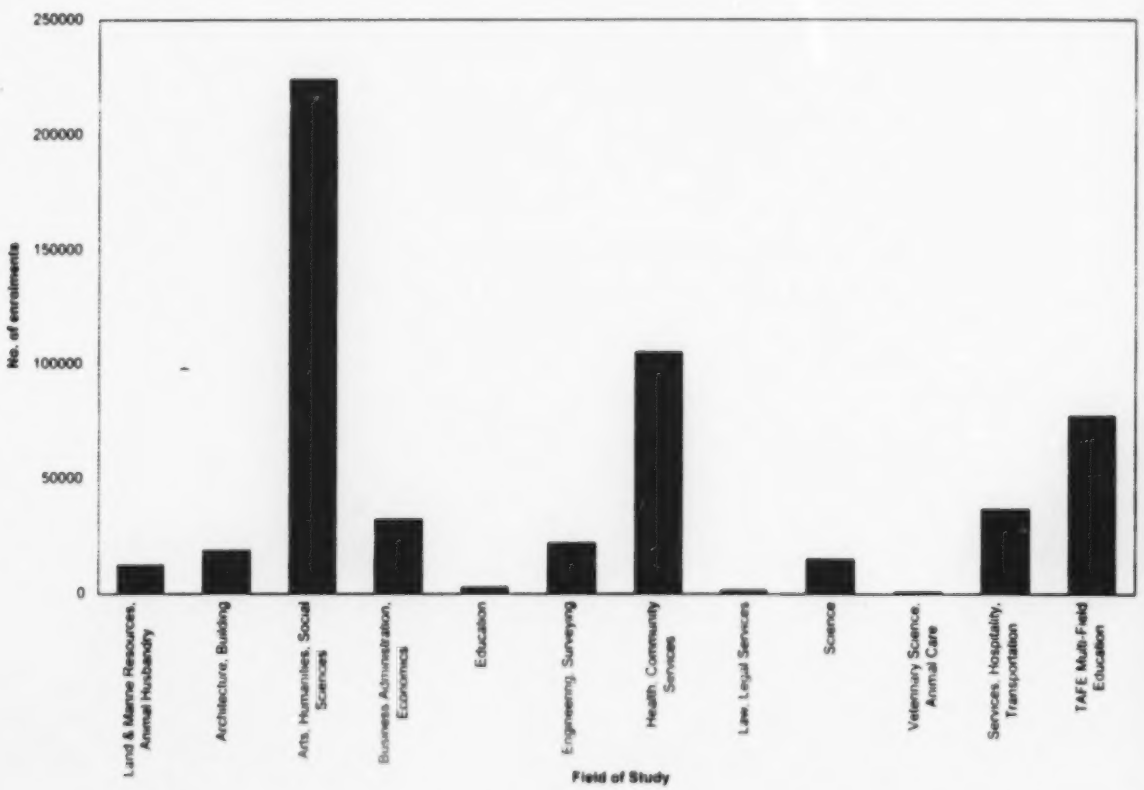
Females

- Arts, Humanities, Sciences (46.8%)
- TAFE Multi-field Education (21.0%)
- Health, Community Services (15.8%)

Courses

Personal enrichment enrolments by field of study, 1996

Field of Study	Course enrolments		Annual hours	
	No.	%	No.	%
Land & Marine Resources, Animal Husbandry	12,213	2.2	159,042	1.7
Architecture, Building	18,830	3.4	324,394	3.5
Art, Humanities and Social Sciences	223,869	40.9	4,046,794	43.7
Business, Administration, Economics	32,397	5.9	465,924	5.0
Education	2,776	0.5	46,981	0.5
Engineering, Surveying	21,969	4.0	400,796	4.3
Health, Community Services	104,903	19.2	1,417,082	15.3
Law, Legal Studies	1,129	0.2	8,688	0.1
Science	14,776	2.7	200,782	2.2
Veterinary Science, Animal Care	443	0.1	3,751	0.0
Services, Hospitality, Transportation	36,493	6.7	526,200	5.7
TAFE Multi-field Education	76,926	14.1	1,651,108	17.8
TOTAL	**546,724**	**100.0**	**9,251,542**	**100.0**



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Courses

Personal enrichment course enrolments by field of study, provider and sex, 1996

Community providers

Field of Study	Males	Females	Total	% enrolments
Land & Marine Resources, Animal Husbandry	3,053	7,119	10,197	2.5
Architecture, Building	5,297	8,879	14,221	3.4
Art, Humanities and Social Studies	34,169	161,490	196,156	47.3
Business, Administration, Economics	2,749	4,901	7,678	1.9
Education	533	1,901	2,437	0.6
Engineering, Surveying	4,199	14,263	18,501	4.5
Health, Community Services	16,982	73,927	91,152	22.0
Law, Legal Studies	280	724	1,006	0.2
Science	4,229	8,183	12,446	3.0
Veterinary Science, Animal Care	63	210	274	0.1
Services, Hospitality, Transportation	5,757	21,972	27,829	6.7
TAFE Multi-field Education	4,489	28,510	32,026	8.0
TOTAL	**81,800**	**332,079**	**414,923**	**100.0**

TAFE & other government providers

Field of Study	Males	Females	Total	% enrolments
Land & Marine Resources, Animal Husbandry	1,096	920	2,016	1.5
Architecture, Building	2,316	2,293	4,609	3.5
Art, Humanities and Social Studies	7,981	19,730	27,713	21.1
Business, Administration, Economics	8,540	16,179	24,719	18.8
Education	83	256	339	0.3
Engineering, Surveying	2,875	593	3,468	2.6
Health, Community Services	4,891	8,858	13,751	10.4
Law, Legal Studies	27	96	123	0.1
Science	1,080	1,250	2,330	1.8
Veterinary Science, Animal Care	57	112	169	0.1
Services, Hospitality, Transportation	2,444	6,220	8,664	6.6
TAFE Multi-field Education	14,526	29,185	43,714	33.2
TOTAL	**45,916**	**85,692**	**131,615**	**100.0**

Total

Field of Study	Males	Females	Total	% enrolments
Land & Marine Resources, Animal Husbandry	4,149	8,039	12,213	2.2
Architecture, Building	7,613	11,172	18,830	3.4
Art, Humanities and Social Studies	42,150	181,220	223,869	40.9
Business, Administration, Economics	11,289	21,080	32,397	5.9
Education	616	2,157	2,776	0.5
Engineering, Surveying	7,074	14,856	21,969	4.0
Health, Community Services	21,873	82,785	104,903	19.2
Law, Legal Studies	307	820	1,129	0.2
Science	5,309	9,433	14,776	2.7
Veterinary Science, Animal Care	120	322	443	0.1
Services, Hospitality, Transportation	8,201	28,192	36,493	6.7
TAFE Multi-field Education	19,123	57,773	76,926	14.1
TOTAL	**127,716**	**417,771**	**546,724**	**100.0**

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Courses

Personal enrichment course annual hours ('000) by field of study, provider and sex, 1996

Community providers

Field of Study	Males	Females	Total	% hours
Land & Marine Resources, Animal Husbandry	44.6	82.2	127.1	1.9
Architecture, Building	89.4	136.9	227.1	3.5
Art, Humanities and Social Studies	580.6	2,944.8	3,532.3	53.7
Business, Administration, Economics	28.6	49.9	78.7	1.2
Education	12.3	30.3	42.6	0.6
Engineering, Surveying	81.0	253.2	334.7	5.1
Health, Community Services	239.0	996.1	1,237.7	18.8
Law, Legal Studies	2.2	4.6	6.9	0.1
Science	58.6	109.2	168.3	2.6
Veterinary Science, Animal Care	0.3	1.2	1.5	0.0
Services, Hospitality, Transportation	65.9	254.4	321.3	4.9
TAFE Multi-field Education	80.9	415.9	497.0	7.6
TOTAL	**1,283.4**	**5,278.8**	**6,575.1**	**100.0**

TAFE & other government providers

Field of Study	Males	Females	Total	% hours
Land & Marine Resources, Animal Husbandry	17.9	14.0	31.9	1.2
Architecture, Building	49.3	48.0	97.3	3.6
Art, Humanities and Social Studies	160.8	353.6	514.5	19.3
Business, Administration, Economics	127.9	259.4	387.2	14.5
Education	1.1	3.3	4.4	0.2
Engineering, Surveying	55.2	10.9	66.1	2.5
Health, Community Services	58.0	121.4	179.4	6.7
Law, Legal Studies	0.3	1.5	1.8	0.1
Science	16.6	15.9	32.5	1.2
Veterinary Science, Animal Care	0.8	1.5	2.3	0.1
Services, Hospitality, Transportation	38.0	167.0	204.9	7.7
TAFE Multi-field Education	373.6	773.0	1,146.7	43.0
TOTAL	**899.5**	**1,769.4**	**2,669.0**	**100.0**

Total

Field of Study	Males	Females	Total	% hours
Land & Marine Resources, Animal Husbandry	62.5	96.3	159.0	1.7
Architecture, Building	138.8	184.9	324.4	3.5
Art, Humanities and Social Studies	741.4	3,298.4	4,046.8	43.7
Business, Administration, Economics	156.5	309.2	465.9	5.0
Education	13.3	33.6	47.0	0.5
Engineering, Surveying	136.1	264.1	400.8	4.3
Health, Community Services	297.0	1,117.5	1,417.1	15.3
Law, Legal Studies	2.6	6.1	8.7	0.1
Science	75.2	125.1	200.8	2.2
Veterinary Science, Animal Care	1.0	2.7	3.8	0.0
Services, Hospitality, Transportation	103.9	421.4	526.2	5.7
TAFE Multi-field Education	458.9	1,192.0	1,651.1	17.8
TOTAL	**2,187.2**	**7,051.3**	**9,251.5**	**100.0**

4000000
3500000
3000000
2500000
2000000
1500000
1000000
500000
0
Course hours
Land & Marine Resources, Animal Husbandry
Architecture, Building
Arts, Humanities, Social Sciences
Business Administration, Economics
Education
Engineering, Surveying
Health, Community Services
Law, Legal Services
Science
Veterinary Science, Animal Care
Services, Hospitality, Transportation
TAFE Multi-Field Education
Field of Study
TAFE
Community Providers

3500000
3000000
2500000
2000000
1500000
1000000
500000
0
Course hours
Land & Marine Resources, Animal Husbandry
Architecture, Building
Arts, Humanities, Social Sciences
Business Administration, Economics
Education
Engineering, Surveying
Health, Community Services
Law, Legal Services
Science
Veterinary Science, Animal Care
Services, Hospitality, Transportation
TAFE Multi-Field Education
Field of Study
Male
Female

Modules

Key features

- The areas of learning with the highest enrolments and module hours are:

Module enrolments and module hours

- Hospitality, Tourism and Personal Services (39.2% of module enrolments) (34.4% of hours)
- Visual/Performing Arts (30.0% of module enrolments) (30.1% of hours)
- Humanities (9.9% of module enrolments) (15.7% of hours)

- The areas of learning with the highest enrolments and module hours for each provider group are as follows:

Module enrolments and module hours

Community providers

- Visual/Performing Arts (36.2% of module enrolments) (35.9% of hours)
- Hospitality, Tourism and Personal Services (32.5% of module enrolments) (27.6% of hours)
- Humanities (10.4% of module enrolments) (18.2% of hours)

TAFE & other government providers

- Hospitality, Tourism and Personal Services (57.1% of module enrolments) (51.2% of hours)
- Visual/Performing Arts (13.6% of module enrolments) (15.9% of hours)
- Humanities (8.6% of module enrolments) (9.4% of hours)

- The areas of learning with the least enrolments and module hours are Education (0.5%), Sciences (0.8%) and Social Studies (1.8%). This is consistent for both sexes and the TAFE sector. Within the community-based providers, the areas of learning with the least enrolments are Education; Sciences; Mathematics, Computing; and Administration, Business, Economics, Law.

- The areas of learning with the highest enrolments and module hours for each gender are as follows:

Module enrolments and module hours

Males

- Hospitality, Tourism and Personal Services (38.5% of module enrolments) (34.3% of hours)
- Visual/Performing Arts (21.9% of module enrolments) (23.7% of hours)
- Humanities (10.2% of module enrolments) (12.6% of hours)

Females

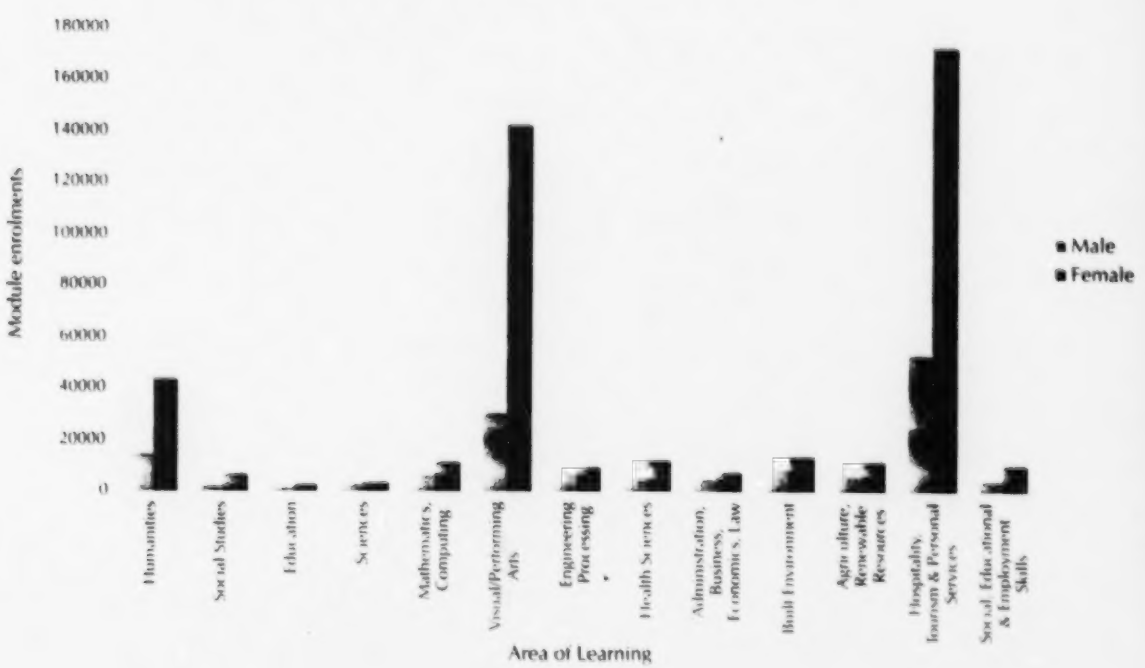
- Hospitality, Tourism and Personal Services (39.4% of module enrolments) (34.4% of hours)
- Visual/Performing Arts (32.5% of module enrolments) (32.1% of hours)
- Humanities (9.9% of module enrolments) (16.7% of hours)

- Males and females consistently participated less in the following areas of learning: Education, Social Studies and Sciences.

Modules

Personal enrichment module enrolments by area of learning, 1996

Area of Learning	Module enrolments		Annual hours	
	No.	%	No.	%
Humanities	56,854	9.9	1,456,343	15.7
Social Studies	7,087	1.2	110,233	1.2
Education	2,740	0.5	49,195	0.5
Sciences	4,608	0.8	54,003	0.6
Mathematics, Computing	15,924	2.8	257,880	2.8
Visual/Performing Arts	171,590	30.0	2,785,532	30.1
Engineering, Processing	14,462	2.5	250,622	2.7
Health Sciences	15,208	2.7	184,159	2.0
Administration, Business, Economics, Law	10,549	1.8	151,310	1.6
Built Environment	20,589	3.6	367,639	4.0
Agriculture, Renewable Resources	15,555	2.7	198,993	2.2
Hospitality, Tourism and Personal Services	223,905	39.2	3,182,056	34.4
Social, Educational and Employment Skills	12,453	2.2	203,577	2.2
TOTAL	**571,524**	**100.0**	**9,251,542**	**100.0**



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Modules

Personal enrichment module enrolments by area of learning, provider and sex, 1996

Community providers

Area of Learning	Males	Females	Total	% enrolments
Humanities	8,495	34,670	43,236	10.4
Social Studies	1,335	5,219	6,563	1.6
Education	509	1,397	1,908	0.5
Sciences	1,595	2,641	4,259	1.0
Mathematics, Computing	2,048	4,065	6,117	1.5
Visual/Performing Arts	24,151	125,825	150,387	36.2
Engineering, Processing	3,512	6,821	10,373	2.5
Health Sciences	2,227	10,387	12,646	3.0
Administration, Business, Economics, Law	2,592	4,332	6,954	1.7
Built Environment	5,193	9,880	15,115	3.6
Agriculture, Renewable Resources	4,175	8,855	13,060	3.1
Hospitality, Tourism, and Personal Services	23,760	110,611	134,666	32.5
Social, Educational and Employment Skills	2,208	7,376	9,639	2.3
TOTAL	**81,800**	**332,079**	**414,923**	**100.0**

TAFE & other government providers

Area of Learning	Males	Females	Total	% enrolments
Humanities	5,223	8,208	13,432	8.6
Social Studies	105	419	524	0.3
Education	409	423	832	0.5
Sciences	199	150	349	0.2
Mathematics, Computing	3,537	6,270	9807	6.3
Visual/Performing Arts	5,466	15,734	21,203	13.6
Engineering, Processing	2,343	1,745	4,089	2.6
Health Sciences	1,505	1,057	2,562	1.6
Administration, Business, Economics, Law	1,398	2,197	3,595	2.3
Built Environment	2,806	2,668	5,474	3.5
Agriculture, Renewable Resources	1,040	1,455	2,495	1.6
Hospitality, Tourism, and Personal Services	28,428	60,807	89,239	57.1
Social, Educational and Employment Skills	1,064	1,750	2,814	1.8
TOTAL	**53,523**	**102,883**	**156,415**	**100.0**

Total

Area of Learning	Males	Females	Total	% enrolments
Humanities	13,826	42,956	56,854	9.9
Social Studies	1,440	5,638	7,087	1.2
Education	918	1,820	2,740	0.5
Sciences	1,794	2,791	4,608	0.8
Mathematics, Computing	5,585	10,335	15,924	2.8
Visual/Performing Arts	29,617	141,559	171,590	30.0
Engineering, Processing	5,855	8,566	14,462	2.5
Health Sciences	3,732	11,444	15,208	2.7
Administration, Business, Economics, Law	3,990	6,529	10,549	1.8
Built Environment	7,999	12,548	20,589	3.6
Agriculture, Renewable Resources	5,215	10,310	15,555	2.7
Hospitality, Tourism, and Personal Services	52,188	171,418	223,905	39.2
Social, Educational and Employment Skills	3,272	9,126	12,453	2.2
TOTAL	**135,431**	**435,040**	**571,524**	**100.0**

MODULES

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Modules

Personal enrichment module hours ('000) by area of learning, provider and sex, 1996

Community providers

Area of Learning	Males	Females	Total	% hours
Humanities	178.3	1,017.4	1,196.7	18.2
Social Studies	20.8	81.5	102.2	1.6
Education	10.2	30.5	40.8	0.6
Sciences	19.0	29.0	48.0	0.7
Mathematics, Computing	29.9	63.8	93.7	1.4
Visual/Performing Arts	402.8	1,952.6	2,361.0	35.9
Engineering Processing	52.3	107.5	160.3	2.4
Health Sciences	28.8	125.1	154.2	2.3
Administration, Business, Economics, Law	38.2	42.0	80.3	1.2
Built Environment	90.0	154.2	244.9	3.7
Agriculture, Renewable Resources	56.1	97.9	154.3	2.3
Hospitality, Tourism, and Personal Services	333.0	1,479.3	1,815.8	27.6
Social, Educational and Employment Skills	24.2	97.9	122.6	1.9
TOTAL	**1,283.4**	**5,278.8**	**6,575.1**	**100.0**

TAFE & other government providers

Area of Learning	Males	Females	Total	% hours
Humanities	93.8	158.4	252.2	9.4
Social Studies	1.8	6.0	7.9	0.3
Education	4.1	4.3	8.4	0.3
Sciences	3.9	1.8	5.7	0.2
Mathematics, Computing	59.9	104.3	164.1	6.1
Visual/Performing Arts	114.5	310.0	424.5	15.9
Engineering Processing	53.5	36.8	90.3	3.4
Health Sciences	14.0	16.0	30.0	1.1
Administration, Business, Economics, Law	24.4	46.5	71.0	2.7
Built Environment	62.1	60.7	122.8	4.6
Agriculture, Renewable Resources	17.7	27.1	44.7	1.7
Hospitality, Tourism, and Personal Services	417.8	948.5	1,366.2	51.2
Social, Educational and Employment Skills	32.0	49.0	81.0	3.0
TOTAL	**899.5**	**1,769.4**	**2,669.0**	**100.0**

Total

Area of Learning	Males	Females	Total	% hours
Humanities	276.4	1,178.9	1,456.3	15.7
Social Studies	22.6	87.5	110.2	1.2
Education	14.4	34.8	49.2	0.5
Sciences	22.9	30.8	54.0	0.6
Mathematics, Computing	89.8	168.0	257.9	2.8
Visual/Performing Arts	517.3	2,262.6	2,785.5	30.1
Engineering Processing	105.8	144.3	250.6	2.7
Health Sciences	42.8	141.1	184.2	2.0
Administration, Business, Economics, Law	62.6	88.5	151.3	1.6
Built Environment	152.1	214.9	367.6	4.0
Agriculture, Renewable Resources	73.7	125.0	199.0	2.2
Hospitality, Tourism, and Personal Services	750.8	2,427.8	3,182.1	34.4
Social, Educational and Employment Skills	56.2	147.0	203.5	2.2
TOTAL	**2,187.2**	**7,051.3**	**9,251.5**	**100.0**

MODULES

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Technical and explanatory notes

AGE:
Clients' ages for the 1996 collection are calculated as the difference in years between 30 June 1996 and the client's date of birth.

ANNUAL HOURS:
Annual hours are a measure of total delivery. They are based on the standard curriculum hours for each module undertaken.

AREA OF LEARNING:
A categorisation used to describe the primary content of a module independent of the context in which it may be taught.

CLIENT:
An individual who has enrolled in a module during 1996.

COMMUNITY EDUCATION PROVIDERS:
Community education training organisations which have provided information to the data collection.

COURSE:
A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, would lead to a qualification.

ENROLMENT:
The registration of a client at a training provider location for the purpose of undertaking a course or module. The enrolment is considered valid only if all fee obligations have been met and the client has attended at least one lesson or submitted at least one unit of work.

FIELD OF STUDY:
A classification of courses based on the similarity in terms of the vocational field of specialisation or the primary subject matter of the course.

FUNDING SOURCE:
A classification which describes the funding body associated with a module enrolment.

GEOGRAPHIC REGION:
A classification developed to provide geographic information about VET clients.

MODULE:
A unit of training in which a client may enrol and be formally assessed.

OTHER GOVERNMENT PROVIDERS:
Government training organisations other than TAFE who have provided information to the data collection, e.g. universities providing VET.

PERSONAL ENRICHMENT PROGRAMS:

- **Clients:** Clients who have enrolled in Stream of Study 1000 course.
- **Course Enrolments:** Course enrolments in courses classified to Streams of Study 1000.
- **Module Enrolments:** Module enrolments associated with courses classified to Stream of Study 1000.

MODULE OUTCOMES:
A classification that describes the types of outcome which may be attained as a result of a client undertaking a module enrolment.

PRIVATE PROVIDERS:
Organisations that provide training to individuals and industry on a fee-paying basis.

PROGRAM OF TRAINING:
A course or module offered by a training organisation in which clients may enrol.

PROGRAM TYPE:
Programs are classified as "Vocational" or "Personal Enrichment only" according to the associated Stream of Study. Module only enrolments are classified as "Vocational".

PROVIDER TYPE:
Providers are classified as "TAFE and Other Government", "Community Education" or "Private Provider" according to their primary role in the delivery of training.

RECREATION, LEISURE AND PERSONAL ENRICHMENT PROGRAMS:
See personal enrichment programs.

STREAM OF STUDY:
A classification that describes a course according to its level of vocational outcome.

STREAM OF STUDY GROUPING:
The stream of study grouping classification has been formed by grouping various stream of study classifications into five categories:

- **Recreational** (Stream 1000)
- **Preparatory** (Streams 2100, 2200)
- **Operative** (Streams 3100, 4100)
- **Trades/Skilled** (Streams 3211, 3212, 3221, 3222, 3300, 4200, 4300)
- **Professional/Paraprofessional** (Streams 3400, 3500, 3600, 4400, 4500)

It is important to note that the groupings used in this report are based on Stream of Study classifications. These groupings differ from those in the activity tables used for national planning purposes which are based on the occupational (ASCO code) intent of the course. This means that even though the names of the groupings are similar, the activity assigned to them is quite different.

TAFE:
Technical and Further Education

TAFE PROVIDERS:
TAFE training organisations which have provided information to the data collection.

VOCATIONAL PROGRAMS:
Vocational programs are identified by the type of program undertaken by the client.

- **Clients:** Clients who have enrolled in at least one course classified to Streams 2100-4500 or at least one module enrolment that has no corresponding course enrolment.
- **Course Enrolments:** Course enrolments in courses classified to Streams of Study 2100-4500.
- **Module enrolments:** associated with courses classified to Streams of Study 2100-4500 and module enrolments that have no corresponding course enrolments.

VET:
Vocational education and training

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This publication is designed for those who need an overview of activity in personal enrichment programs in Australia. It provides analytical commentary on characteristics of the clients (students), the modules and courses they undertook in 1996, module outcomes and measures of total VET activity.

More information and tables are available in the following publications by NCVER:
Australian VET statistics 1996: In detail,
Australian VET statistics 1996 : An overview and
Australian VET statistics 1996 : At a glance.
Financial information is available in
Australian VET statistics 1996 : Financial data.